2020-2021 Protocols
Educator Development and Support: Teachers

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Overview

The purpose of this document is to outline the steps and protocols of the Educator Development and Support: Teachers (EDST) process. EDST includes a series of reflection activities, observations, conferencing opportunities, and professional goal-setting activities, all of which are aimed at helping to identify strengths and opportunities for improving teaching practice.

> **Remote Learning Guidance:** In the 2020-2021 school year, classroom observations may be different than in previous years. With school closures due to the COVID-19 pandemic, classroom instruction may be provided as Fully Remote virtual learning, Hybrid Learning (in-person blended with virtual), or Traditional in-person learning. The Remote and Hybrid learning models will include virtual synchronous and asynchronous instruction. Observations of practice included as a part of the EDST evaluation cycle (growth plan visit, formal observation, and supplemental observations) must accommodate virtual learning as well as traditional learning. This document has been updated to include guidance for observing virtual instruction. The guidance is shown as blue boxes like this one.

The protocols, including purpose, teacher and administrator role, timeline, and alignment to *LAUSD Teaching and Learning Framework* elements are outlined for each of the steps of this process. Please note that while these protocols may be modified to make the process more meaningful for teachers and administrators, they reflect best practices in coaching professionals and encouraging professional reflection and growth. It is also important to note that these procedures are to be used in conjunction with other ongoing classroom visits, walkthroughs, or professional conversations that take place as part of effective ongoing leadership and support practices in schools.
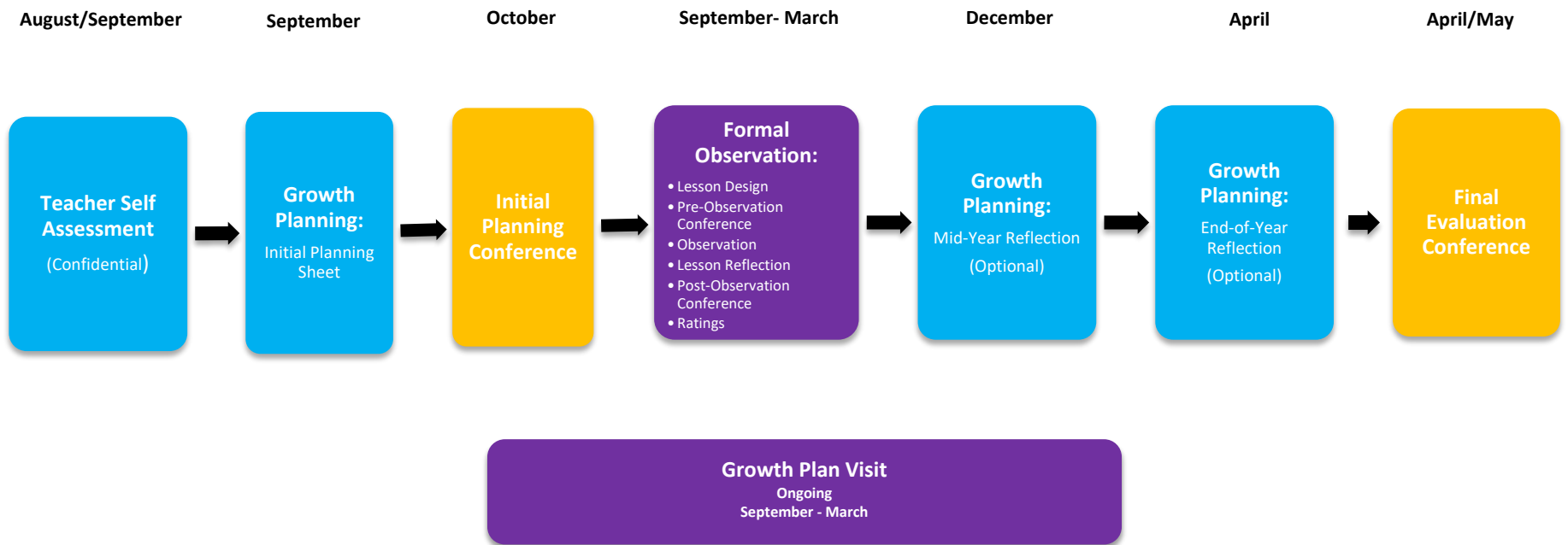
NOTE: For the growth, development, support and evaluation of non-classroom teachers (e.g., coaches, coordinators, advisors, experts), refer to the Protocols for the EDS: Non-Classroom Teachers (EDSNCT) process. For counselors, refer to the Protocols for the EDS: Counselors (EDSC) process.

For any questions about the EDST, EDSNCT, or EDSC processes, please email mypgs@lausd.net.

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SEQUENCE OF EDST ACTIVITIES

August/September	September	October	September- March	December	April	April/May
Teacher Self Assessment (Confidential)	**Growth Planning:** Initial Planning Sheet	**Initial Planning Conference**	**Formal Observation:** • Lesson Design • Pre-Observation Conference • Observation • Lesson Reflection • Post-Observation Conference • Ratings	**Growth Planning:** Mid-Year Reflection (Optional)	**Growth Planning:** End-of-Year Reflection (Optional)	**Final Evaluation Conference**

Growth Plan Visit
Ongoing
September - March

Educator Development and Support: Teachers 2020-2021

EDST MAJOR TASKS TIMELINE FOR 2020-21

Per the LAUSD-UTLA Contract Bargaining Agreement, the timeline below indicates the contractual deadlines for certain EDST steps (designated with an asterisk). To support the timely completion of the entire EDST process, completion dates are also included for all other remaining EDST steps.

MONTH(S)	MAJOR TASKS	ASSOCIATED COMPLETION DATES	EARLY ED CENTER
August/September	TEACHER SELF-ASSESSMENT	9/11/2020	7/24/2020
September	GROWTH PLANNING: Initial Planning Sheet	9/25/2020	8/7/2020
October	INITIAL PLANNING CONFERENCE	Contractual Deadline: 10/9/2020*	8/21/2020*
September-March	GROWTH PLAN VISIT	*by 3/19/2021*	*by 4/9/2021*

September- March	FORMAL OBSERVATION CYCLE
	○ **Pre-Observation Steps:**
	  • **Lesson Design**
	  • **Pre-Observation Conference**
	○ **Observation**
	○ **Post-Observation Steps:**
	  ▪ **Lesson Reflection**
	  ▪ **Post-Observation Conference**
	  ▪ **Ratings**
		Contractual Deadlines:
		  Observation: by 2/19/2021*
		  Post-Observation: by 3/5/2021*
		Post Observation Conference Contractual Deadline: 10 working days after the observation
		
		If the Formal Observation is conducted in the Fall, the recommended observation due date is 11/13/2020.
		
		If the Formal Observation is conducted in the spring, the contractual deadline is 2/19/2021.
		Post Observation Conference Contractual Deadline: 3/5/2021 or 10 working days after the observation, whichever is sooner.
			by 2/12/2021*
			
			If the Formal Observation is conducted in the Fall, see the single-track due dates as a reference point

December	GROWTH PLANNING: Mid-Year Reflection (Optional)	12/18/2020	12/30/2020

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MONTH(S)	MAJOR TASKS	ASSOCIATED COMPLETION DATES	EARLY ED CENTER
February	STAKEHOLDER FEEDBACK SURVEYS	Administration: Opens February 2021	N/A
April	STAKEHOLDER FEEDBACK SURVEY RESULTS REPORTS	Results Reports Released: 4/2021	N/A
April/May	GROWTH PLANNING: End-of-Year Reflection (Optional)	5/7/2021	5/7/2021
May	FINAL EVALUATION REPORT	Contractual Deadline: 5/11/2021*	Contractual Deadline: 5/31/2021*
June	MyPGS PLATFORM CLOSES	6/18/2021	6/18/2021

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TEACHER SELF-ASSESSMENT

TEACHER SELF-ASSESSMENT		
Purpose	• To assist the teacher in identifying and reflecting on strengths and opportunities for improving teaching practice • To assist the teacher in developing appropriate objectives and activities for the Initial Planning Sheet • To highlight a consistent cycle of reflection as an effective professional practice	
	Teacher Role	**Administrator Role**
Protocol	• Review student achievement data and other relevant data. • Reflect on practice regarding the data and the *LAUSD Teaching and Learning Framework*. • Enter Self-Assessment ratings and reflection via MyPGS. Ratings are confidential and not viewable by administrator.	• Self-Assessment reflection and ratings are confidential and not viewable by administrator.
Timeline	Suggested completion date: <u>September 11, 2020</u> Early Ed Center: <u>July 24, 2020</u>	
LAUSD Teaching and Learning Framework **Elements included in this task:**		

<u>**Standard 1: Planning and Preparation**</u>
1a. Demonstrating Knowledge of Content and Pedagogy
   1a2. Knowledge of Content-Related Pedagogy
1b. Demonstrating Knowledge of Students
   1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
1d. Designing Coherent Instruction
   1d1. Standards-Based Learning Activities
1e. Designing Student Assessment
   1e2. Planning Assessment Criteria

<u>**Standard 2: Classroom Environment**</u>
2a. Creating an Environment of Respect and Rapport
   2a3. Academic Climate
2c. Managing Classroom Procedures
   2c1. Management of Routines, Procedures, and Transitions
2d. Managing Student Behavior
   2d2. Monitoring and Responding to Student Behavior

<u>**Standard 3: Delivery of Instruction**</u>
3a. Communicating with Students
   3a1. Communicating the Purpose of the Lesson
   3a4. Use of Academic Language
3b. Using Questioning and Discussion Techniques
   3b1. Quality and Purpose of Questions
   3b2. Discussion Techniques and Student Participation
3c. Engaging Students in Learning
   3c1. Standards-Based Projects, Activities, and Assignments
   3c2. Purposeful and Productive Instructional Groups
3d. Using Assessment in Instruction
   3d3. Feedback to Students

<u>**Standard 4: Additional Professional Responsibilities**</u>
4b. Communicating with Families
   4b3.Engagement of Families in the Instructional Program

<u>**Standard 5: Professional Growth**</u>
 5a. Reflecting on Practice
   5a2. Use of Reflection to Inform Future Instruction
 5b. Participating in a Professional Community
   5b2. Promotes a Culture of Professional Inquiry and Collaboration

GROWTH PLANNING: INITIAL PLANNING SHEET

INITIAL PLANNING SHEET		

Purpose	• To support the teacher in developing the following:
	    ○ Instructional Growth Objective (Any *focus element* from Standards 1, 2, or 3)
	    ○ Professional Growth Objective (*Any element* from Standards 4 or 5)
	    ○ Data-Based Objective (Based on relevant student data)
	• To support the teacher in developing strategies to advance practice in the identified objectives	

	Teacher Role	**Administrator Role**

Preparation	• Review relevant data including: Self-Assessment, student assessment data, etc.	• Coach teachers to develop relevant objectives based on:
		    - Initial classroom visits
		    - Relevant teacher/student data

Timeline	Initial Planning Sheet to be submitted to administrator via MyPGS by <u>September 25, 2020</u> Early Ed Center: by <u>August 7, 2020</u>	
INITIAL PLANNING SHEET PROTOCOL		
	Via MyPGS: • Develop an Instructional Growth Objective and strategies targeting one **focus** element from Standard 1, 2, or 3 of the *LAUSD Teaching and Learning Framework.* • Develop a Professional Growth Objective and strategies targeting one element from Standard 4 or 5 of the *LAUSD Teaching and Learning Framework.* • Develop a Data-Based Objective and strategies. • Submit the completed Instructional Planning Sheet to administrator for review. • Identify three teacher-selected focus elements for the Formal Observation.	Via MyPGS: • Review teacher's Initial Planning Sheet. • Prepare feedback on objectives and strategies for the Initial Planning Conference. • Optional: Select additional growth objective(s) from the *LAUSD Teaching and Learning Framework* for the teacher to include in their Initial Planning Sheet, as appropriate. • Review the three teacher-selected focus elements for the Formal Observation.

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED

Standard 1: Planning and Preparation
- 1a2. Knowledge of Content-Related Pedagogy
- 1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
- 1d1. Standards-Based Learning Activities
- 1e2. Planning Assessment Criteria

Standard 2: Classroom Environment
- 2a3. Academic Climate
- 2c1. Management of Routines, Procedures, and Transitions
- 2d2. Monitoring and Responding to Student Behavior

Standard 3: Delivery of Instruction
- 3a1. Communicating the Purpose of the Lesson
- 3a4. Use of Academic Language
- 3b1. Quality and Purpose of Questions
- 3b2. Discussion Techniques and Student Participation
- 3c1. Standards-Based Projects, Activities, and Assignments
- 3c2. Purposeful and Productive Instructional Groups
- 3d3. Feedback to Students

Standard 4: Additional Professional Responsibilities
- 4a1. Tracks Progress towards Identified Learning Outcomes
- 4a2. Tracks Completion of Student Assignments in Support of Student Learning
- 4a3. Manages Non-Instructional Records
- 4a4. Submits Records on Time
- 4b1. Information about the Instructional Program
- 4b2. Information about Individual Students
- 4b3. Engagement of Families in the Instructional Program
- 4c1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
- 4c2. Advocacy for Students
- 4c3. Decision-Making

Standard 5: Professional Growth
- 5a1. Accurate Reflection
- 5a2. Use of Reflection to Inform Future Instruction
- 5a3. Selection of Professional Development Based on Reflection and Data
- 5a4. Implementation of New Learning from Professional Development
- 5b1. Relationships with Colleagues
- 5b2. Promotes a Culture of Professional Inquiry and Collaboration

> **Remote Learning Guidance:** Carefully consider any elements selected with virtual instruction in mind. How will the teacher demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

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INITIAL PLANNING CONFERENCE

INITIAL PLANNING CONFERENCE	

Purpose	• To discuss and finalize the following:
	    ○ Instructional Growth Objective
	    ○ Professional Growth Objective
	    ○ Data-Based Objective(s)
	• To discuss and finalize the teacher's strategies for each growth objective
	• To discuss the timeline and protocols throughout the evaluation process
	• To schedule the steps of Educator Development and Support: Teachers
	• To review the three teacher-selected focus elements for the Formal Observation
	• To discuss the cooperatively-selected focus element for the Formal Observation

	Teacher Role	Administrator Role
Preparation	• Complete and submit the Initial Planning Sheet to the administrator via MyPGS. • Prepare to discuss and identify the cooperatively-selected focus element by reflecting on individual practice in support of school instructional priorities (i.e. school professional development plan, grade-level/department goals).	• Review teacher's Initial Planning Sheet via MyPGS. • Prepare feedback on objectives and strategies for the Initial Planning Conference. • Prepare to discuss and identify the cooperatively-selected focus element by considering instructional priorities (i.e. school professional development plan, grade-level/department goals, local district goals).
Timeline	Initial Planning Conference to be held by <u>October 9, 2020</u>. Early Ed Center: by <u>August 21, 2020</u>	

INITIAL PLANNING CONFERENCE PROTOCOL		
	• Review objectives and strategies developed in the Initial Planning Sheet with administrator. • Review the teacher-selected focus elements for the Formal Observation. • Discuss the cooperatively-selected focus element for the Formal Observation.	• Provide feedback on objectives and strategies in the Initial Planning Sheet. • Optional: Identify Administrator Assigned Objective(s) and assist teacher in developing strategies related to this objective. • Review the steps and timeline of the EDST. • Review the teacher-selected focus elements for the Formal Observation. • Discuss the cooperatively-selected focus element for the Formal Observation. • Schedule Formal Observation Cycle dates (Pre-Observation Conference, Observation, and Post-Observation Conference) and input dates in MyPGS. • Sign off in MyPGS to accept the Initial Planning Sheet.

SUGGESTED COACHING STEMS AND QUESTIONS

NOTE: It is not the intent that every question is asked. The questions are provided as a resource to facilitate meaningful discussion during the Initial Planning Conference.
 	
Paraphrasing Stems:
    You have stated that your goal is . . .
    Let's review the key points in our discussion . . .
 	
Clarifying/Probing Stems or Questions for IPS Objectives:
    What possible evidence may be collected for your _____ objective?
    How might you know when you have met your _____ objective?

As you examine the data, what are some of the differences and similarities that are emerging?

What might be some effective strategies that you have used before?
Could you tell me more about . . .
Could you give me an example . . .
Tell me about your next steps . . .

Clarifying/Probing Stems or Questions for Cooperatively-Selected Focus Element:
As we think about our school's instructional goals, which focus element will …
Which focus element might support the goals of your grade level/department this year?
What should we consider in selecting the focus element?

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED

	• Instructional Growth Objective (Focus element from Standards 1, 2, or 3) • Professional Growth Objective (Any element from Standards 4 or 5) • Three teacher-selected focus elements (Any three of twelve available LAUSD focus elements) • Cooperatively selected focus element (Teacher and administrator select one of the remaining LAUSD focus elements)

Remote Learning Guidance: Carefully consider any elements selected with virtual instruction in mind. How will the teacher demonstrate effective practice or growth in each element? How will the administrator observe the evidence?

GROWTH PLAN VISIT

GROWTH PLAN VISIT		
Purpose	• To provide further feedback to teachers on the Instructional Growth Objective identified in the Initial Planning Sheet (IPS) • To inform next steps on Initial Planning Sheet objectives, strategies or actions ***Note: The Growth Plan Visit can take place before <u>or</u> after the Formal Observation***	
	Teacher Role	**Administrator Role**
Preparation	• Identify an appropriate time for the administrator to observe a specific lesson/portion of the lesson when IPS Instructional Growth strategies are likely to be observed.	• Review the teacher's IPS, focusing on the Instructional Growth Objective and strategies. • Identify an appropriate time to visit the classroom when IPS Instructional Growth Objective strategies are likely to be observed or schedule a visit with the teacher.
Timeline	Growth Plan Visit to be completed by <u>March 19, 2021</u>. Early Ed Center: by <u>April 9, 2021</u>	
	PROTOCOL FOR GROWTH PLAN VISIT (MINIMUM of 10 MINUTES)	
	• Deliver instruction that focuses on meeting student needs. • Review administrator's evidence and comments. • Debrief with administrator, as appropriate.	• Observe the teacher's practice and collect evidence related to the teacher's Growth Objectives identified in the IPS. • Enter the collected evidence and provide suggested next steps and comments under the "Growth Plan Visit" tab via MyPGS. • Notify the teacher (automatically) that the observation notes are viewable by answering all of the required prompts. • Debrief with teacher, as appropriate.
	***LAUSD TEACHING AND LEARNING FRAMEWORK* FOCUS ELEMENTS ADDRESSED**	
	Elements selected as part of the teacher's Growth Objectives in the Initial Planning Sheet and any other elements for which evidence is observed.	

> **Remote Learning Guidance:** For the Growth Plan Visit, consider events/activities where ***any*** of the IPS growth objectives may be evidenced. For example, evidence aligned to the teacher's Professional Growth or Data-Based Objective may be collected during a meeting, professional development or data chat.

PRE-OBSERVATION STEPS AND PROTOCOLS

LESSON PLAN		
Purpose	• To guide teachers through the lesson planning process for the Formal Observation Cycle via questions and prompts that are aligned to the *LAUSD Teaching and Learning Framework* • To provide an opportunity for the teacher and administrator to identify strengths and areas for improving the instructional plan prior to the observation • To provide administrators with evidence for addressing teaching practice in **Standard 1: Planning and Preparation**, if selected as focus elements for the Formal Observation.	
	Teacher Role	**Administrator Role**
Protocol	Via MyPGS: • Review relevant student data and design a lesson using the Lesson Plan Template. • Input and share lesson plan with administrator. If alternative lesson plan format is used, it should be uploaded to MyPGS as an attachment.	Via MyPGS: • Review teacher's lesson plan. • Prepare questions for the Pre-Observation Conference. • Identify strengths and areas for improving the instructional plan to be shared with the teacher at the Pre-Observation Conference. • **If any of the selected focus elements are from Standard 1,** align the evidence. (Note: Use "**Auto Create Notes**" to align automatically).
Timeline	To be completed and submitted at least <u>one day prior</u> to the Pre-Observation Conference.	To be reviewed <u>prior</u> to the Pre-Observation Conference.

CONSIDERATIONS FOR THE LESSON PLAN TEMPLATE
• Most of the student data can be found in https//:getdata.lausd.net • Long Term English Learners (LTELs) – English Learner students who have completed five full years in U.S. schools without being reclassified. LTEL data can be found on MyData (getdata.lausd.net) by clicking on **English Learners** under School Dashboards, and then clicking the **EL Monitoring** link from the dropdown. • Standard English Learners (SELs) – The identification of SELs is for the purpose of differentiation and not program placement. See page 85 of the LAUSD Master Plan for information on the identification of SELs.

LAUSD TEACHING AND LEARNING FRAMEWORK ELEMENTS ADDRESSED

Standard 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
    1a2. Knowledge of Content-Related Pedagogy
1b. Demonstrating Knowledge of Students
    1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
1d. Designing Coherent Instruction
    1d1. Standards-Based Learning Activities
1e. Designing Student Assessment
    1e2. Planning Assessment Criteria

Educator Development and Support: Teachers 2020-2021

PRE-OBSERVATION CONFERENCE	
Purpose	• To provide teacher and administrator with an opportunity to discuss the lesson plan • To provide an opportunity for teacher and administrator to identify strengths and areas for improving the lesson plan prior to the observation • To provide the administrator with evidence for assessing the teacher's practice in **Standard 1: Planning and Preparation,** if selected as focus elements for the Formal Observation.

	Teacher Role	Administrator Role
Preparation	• Enter the lesson plan into the Lesson Plan Template via MyPGS. • If alternative lesson plan format is used, upload the lesson plan document to MyPGS as an attachment.	• Review teacher's lesson plan via MyPGS. • Align the evidence from the lesson plan to Standard 1 elements, if selected as focus elements for the Formal Observation. (Note: Click "**Auto Create Notes**" to align automatically). • Plan questions for the Pre-Observation Conference. • Identify strengths and areas for improving the lesson plan to be shared with the teacher at the Pre-Observation Conference.
Timeline	Pre-Observation conference to be held <u>one to three</u> days prior to the observation.	

PROTOCOL FOR THE PRE-OBSERVATION CONFERENCE (30-45 minutes)	

• Share instructional materials and student data used in planning.
• Discuss the lesson plan including the rationale for the instructional and assessment strategies.
• Engage in a collaborative conversation focusing on strengths and areas for improving the lesson's design.
	• Ask questions to clarify and gain understanding about the teacher's lesson.
	• Engage in a collaborative conversation focusing on strengths and areas for improving the lesson plan.
	• Explain how evidence will be collected during the Observation Cycle.
	• **If any of the teacher-selected or cooperatively-selected focus elements are from Standard 1:**
	  o Collect additional evidence (if needed) for the element(s) during the pre-observation conference.
	  o Auto-create notes and rate the evidence for the element(s)
	  o **NOTE**: Rate the focus elements for Standard 1 after the Pre-Conference and before the Formal Observation.

SUGGESTED COACHING STEMS AND QUESTIONS	

	NOTE: It is not the intent that every question is asked. The questions are provided as a resource to facilitate meaningful discussion during the Pre-Observation Conference.
	
	Introductory Questions:
	      Could you walk me through the lesson?
	      Tell me about how this lesson fits in with what you have been teaching.
	      If the lesson is designed for virtual instruction, how do you think students will be engaged during the lesson?
	
	Paraphrasing Stems:
	      In other words…
	      What I hear you saying…
	
	Clarifying and Probing Stems
	      Would you tell me a little more about…?
	      To what extent...?
	      I'm intrigued by…/I'm interested in… I wonder…

	Direct Suggestion Stems 　　One thing I've learned/noticed is… 　　Something to keep in mind when dealing with… 　　What do you imagine would happen if you were to try something like that with your 　　　　class? 　　Which of these ideas might work best with your students? **Indirect Suggestion Stems** 　　Something you might consider trying is…. 　　Several teachers I know have tried a couple of different things in this sort of situation and 　　　　maybe one might work for you…. 　　There are a number of approaches…

LAUSD TEACHING AND LEARNING FRAMEWORK **FOCUS ELEMENTS ADDRESSED**	
	Standard 1: Planning and Preparation **1a. Demonstrating Knowledge of Content and Pedagogy** 　　1a2. Knowledge of Content-Related Pedagogy **1b. Demonstrating Knowledge of Students** 　　1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency **1d. Designing Coherent Instruction** 　　1d1. Standards-Based Learning Activities **1e. Designing Student Assessment** 　　1e2. Planning Assessment Criteria

Remote Learning Guidance: During the pre-observation conference, consider the teacher's awareness and use of resources including the ISTE standards for students and educators, quality online teaching, CORE Social Emotional Learning Competencies and LAUSD approved online apps.

FORMAL OBSERVATION

FORMAL OBSERVATION		
Purpose	• To provide opportunities for the teacher to demonstrate instructional practice in order to receive feedback that will support professional growth and development • To provide the administrator with evidence for assessing the teacher's practice in the three district-unified focus elements, the three teacher-selected focus elements, and the one cooperatively-selected focus element	
	Teacher Role	**Administrator Role**
Preparation	• Participate in the Pre-Observation Conference.	• Facilitate the Pre-Observation Conference.
Timeline	Contractual deadline: <u>February 19, 2021</u> *One Formal Observation must be completed during the school year. If the Formal Observation is conducted in the Fall semester, the recommended completion date is **November 13, 2020**. If the Formal Observation is conducted in the Spring semester, the contractual deadline is **February 19, 2021**.* Early Ed Center: by <u>February 12, 2021</u> *If the Formal Observation is conducted in the Fall, please see the single-track recommended due dates as a reference point.*	
PROTOCOL FOR OBSERVATION (The full duration of the lesson)		
	• Deliver instruction that focuses on meeting student needs. • Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion. • Following the observation, complete the Lesson Reflection within one to three days and share with the administrator via MyPGS. Entering the Lesson Reflection on MyPGS is optional.	• Observe the teacher's practice and collect evidence from the beginning to the end of the lesson. • Following the observation, edit and enter notes in MyPGS and align (tag) the evidence to the focus elements in the *LAUSD Teaching and Learning Framework*, so the teacher can view the observation evidence prior to the Post-Observation Conference. **NOTE:** Rating of focus elements should not be finalized in MyPGS until after the Post-Observation Conference.
LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED		

	<u>Standard 2: Classroom Environment</u>
	2a. Creating an Environment of Respect and Rapport
	  2a3. Academic Climate
	2c. Managing Classroom Procedures
	  2c1. Management of Routines, Procedures, and Transitions
	2d. Managing Student Behavior
	  2d2. Monitoring and Responding to Student Behavior
	<u>Standard 3: Delivery of Instruction</u>
	3a. Communicating with Students
	  3a1. Communicating the Purpose of the Lesson
	  3a4. Use of Academic Language
	3b. Using Questioning and Discussion Techniques
	  3b1. Quality and Purpose of Questions
	  3b2. Discussion Techniques and Student Participation
	3c. Engaging Students in Learning
	  3c1. Standards-Based Projects, Activities, and Assignments
	  3c2. Purposeful and Productive Instructional Groups
	3d. Using Assessment in Instruction
	  3d3. Feedback to Students	

Remote Learning Guidance: When conducting the formal observation of remote instruction, consider norms of virtual learning, (e.g., whether video is on or off, the option of recording the meeting or taking screen-shots as evidence) as well as what to look for and what the evidence might look like.

POST OBSERVATION STEPS & PROTOCOLS

LESSON REFLECTION		
Purpose	• To provide the teacher an opportunity to reflect upon the lesson, assess student progress and outline next steps • To provide an opportunity for the administrator to view student performance results and sample work from the lesson • To provide the administrator with evidence for assessing the teacher's practice in **Standard 5: Professional Growth**, if selected as a focus element for the Formal Observation.	
	Teacher Role	**Administrator Role**
Protocol	• Review student work and data collected from the lesson. • Complete the Lesson Reflection and share with the administrator via MyPGS within one to three days of the Formal Observation. Entering the Lesson Reflection on MyPGS is optional. • Review the rubric descriptors in the *LAUSD Teaching and Learning Framework* to have a clear understanding of the expectations for this focus element (5a2).	Follow steps below if Lesson Reflection is completed on MyPGS: • Review teacher's reflection prior to the Post-Observation Conference. • Identify questions, based on the teacher's Lesson Reflection, for the Post-Observation Conference. • **If any of the teacher-selected or cooperatively-selected focus elements are from Standard 5,** align the evidence from the Lesson Reflection to element 5a2. (Note: Click "**Auto Create Notes**" to align automatically). If teacher does not complete Lesson Reflection on MyPGS: • Ask the questions in the Lesson Reflection section during the Post-Observation Conference. Enter teacher's responses in MyPGS. • **If any of the teacher-selected or cooperatively-selected focus elements are from Standard 5,** align the evidence from the Lesson Reflection to element 5a2.
Timeline	The Lesson Reflection may be completed within one to three days of the observation, prior to the Post-Observation Conference.	If completed in MyPGS, the Lesson Reflection is to be reviewed prior to the Post-Observation Conference.
LAUSD TEACHING AND LEARNING FRAMEWORK ELEMENTS ADDRESSED		

Standard 5: Professional Growth
 5a. Reflecting on Practice
    5a2. Use of Reflection to Inform Future Instruction

POST-OBSERVATION CONFERENCE	
Purpose	- To allow the administrator and teacher an opportunity to review the evidence collected during the lesson through the lens of the rubrics of the LAUSD *Teaching and Learning Framework* - To provide the teacher and administrator with an opportunity to discuss teaching practice and next steps for the teacher's professional growth - To provide the teacher with an opportunity to share student work and to reflect on the success of the lesson - To provide the administrator with evidence for assessing the teacher's practice in the three district-unified focus elements, the three teacher-selected focus elements, and the one cooperatively-selected focus element

	Teacher Role	Administrator Role
Preparation	- Review the evidence from the observation via MyPGS. - Review student work and identify any sample work to bring to the conference.	- Review aligned evidence in MyPGS. - Plan questions for the Post-Observation Conference.
Timeline	The Post-Observation Conference is to be completed <u>no more than ten</u> workdays after the observation.	

PROTOCOL FOR THE POST-OBSERVATION CONFERENCE (30-60 minutes)		
	- Discuss reflection about the lesson and share any student work with administrator. - Discuss the evidence from the lesson through the lens of the *LAUSD Teaching and Learning Framework.* - Discuss potential next steps for professional growth.	- Facilitate the conference. - Discuss the evidence of the lesson observation through the lens of the *LAUSD Teaching and Learning Framework.* - Ask questions that promote teacher's analysis of practice. - Enter and align the evidence collected from the Post-Observation Conference in MyPGS. - Discuss potential next steps for the teacher's professional growth.

SUGGESTED COACHING STEMS AND QUESTIONS	

	NOTE: it is not the intent that every question is addressed. The questions are provided as a resource to facilitate meaningful discussion about the evidence during the Post-Observation Conference.
	
	Paraphrasing Stems/ Questions:
	    Let's review the key points in our discussion…
	    What you are saying is…
	Clarifying and Probing Stems/Questions:
	    What do you think went well in the lesson?
	    Did the lesson go as expected? Were there any surprises?
	    As you taught the lesson, what changes did you make to the lesson, if any, and why?
	    How did you make decisions about….?
	    What is your thinking about…?
	    How do you know that students were cognitively engaged during the entire lesson?
	    How does your feedback on student work support students in improving their work?
	    How do student work samples demonstrate that students have or have not achieved the learning objectives?
	Direct Suggestion Stems:
	    A couple of the things to keep in mind…
	    One thing I've noticed is…
	Indirect Suggestion Stems:
	    Sometimes it's helpful if…
	    There are a number of approaches…
	    Something you might consider trying is….

	Standard 2: Classroom Environment
	2a. Creating an Environment of Respect and Rapport
	    2a3. Academic Climate
	2c. Managing Classroom Procedures
	    2c1. Management of Routines, Procedures, and Transitions
	2d. Managing Student Behavior
	    2d2. Monitoring and Responding to Student Behavior
	
	Standard 3: Delivery of Instruction
	3a. Communicating with Students
	    3a1. Communicating the Purpose of the Lesson
	    3a4. Use of Academic Language
	3b. Using Questioning and Discussion Techniques
	    3b1. Quality and Purpose of Questions
	    3b2. Discussion Techniques and Student Participation
	3c. Engaging Students in Learning
	    3c1. Standards-Based Projects, Activities, and Assignments
	    3c2. Purposeful and Productive Instructional Groups
	3d. Using Assessment in Instruction
	    3d3. Feedback to Students
	
	Standard 5: Professional Growth
	5a. Reflecting on Practice
	    5a2. Use of Reflection to Inform Future Instruction

FORMAL OBSERVATION RATINGS	
Purpose	• To provide quantitative feedback to the teacher regarding his/her practice • To guide next steps for a teacher's Growth Planning

	Teacher Role	**Administrator Role**
Preparation	N/A	Before rating: • Review aligned evidence from the Lesson Design, Formal Observation, Lesson Reflection (if entered on MyPGS), and Post-Observation Conference.
Timeline	Ratings of the Formal Observation to be completed **as soon as possible** after the Post-Observation Conference.	

PROTOCOL FOR RATING		
	• Review and acknowledge ratings via MyPGS. • Comment on ratings if desired via MyPGS. • Meet with administrator to discuss ratings (optional).	• Determine rating for each Focus Element. Click "**Shared with Ratings**" and then "**Mark Complete**". • Meet with teacher to discuss ratings (optional).

PROTOCOL FOR DISCUSSION OF RATINGS (Optional) Note: Either the teacher or the administrator may initiate this meeting		
	• Review ratings and evidence via MyPGS. • Ask questions about the ratings. • Reflect on ratings and discuss next steps	• Facilitate the meeting. • Use evidence and TLF rubrics to explain ratings that the teacher has questions about. • Use evidence to help guide teacher's next steps.

LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED

Standard 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
   1a2. Knowledge of Content-Related Pedagogy
1b. Demonstrating Knowledge of Students
   1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
1d. Designing Coherent Instruction
   1d1. Standards-Based Learning Activities
1e. Designing Student Assessment
   1e2. Planning Assessment Criteria

Standard 2: Classroom Environment
2a. Creating an Environment of Respect and Rapport
   2a3. Academic Climate
2c. Managing Classroom Procedures
   2c1. Management of Routines, Procedures, and Transitions
2d. Managing Student Behavior
   2d2. Monitoring and Responding to Student Behavior

Standard 3: Delivery of Instruction
3a. Communicating with Students
   3a1. Communicating the Purpose of the Lesson
   3a4. Use of Academic Language
3b. Using Questioning and Discussion Techniques
   3b1. Quality and Purpose of Questions
   3b2. Discussion Techniques and Student Participation
3c. Engaging Students in Learning
   3c1. Standards-Based Projects, Activities, and Assignments
   3c2. Purposeful and Productive Instructional Groups
3d. Using Assessment in Instruction
   3d3. Feedback to Students

Standard 5: Professional Growth
5a. Reflecting on Practice
   5a2. Use of Reflection to Inform Future Instruction

SUPPLEMENTAL OBSERVATION(S)

SUPPLEMENTAL OBSERVATION(S)		
Purpose	• To provide additional opportunities for the teacher to demonstrate instructional practice in order to receive feedback that will support professional growth and development • To provide the administrator with evidence for assessing the teacher's practice in the three district-unified focus elements, the three teacher-selected focus elements, and the one cooperatively-selected focus element **NOTE**: Supplemental Observations may be initiated by teacher or administrator and may be scheduled or unscheduled. This type of observation may be completed with or without lesson plan review and pre-observation conference. If focus elements from Standard 1 were selected (teacher or cooperatively-selected), evidence of lesson planning must be submitted.	
	Teacher Role	**Administrator Role**
Preparation	Preparation may include the submission of a lesson plan and pre-observation conference, depending on whether focus elements from Standard 1 were selected and/or whether the Supplemental Observation is scheduled.	Preparation may include reviewing the teacher's lesson plan and facilitating the pre-observation conference, depending on whether focus elements from Standard 1 were selected and/or whether the Supplemental Observation is scheduled.
Timeline	Supplemental Observation(s) may be held during the school year as appropriate.	
PROTOCOL FOR SUPPLEMENTAL OBSERVATION(S) **NOTE**: Observation time should be established based upon the length of classes and other instructional and structural considerations.		
	• Deliver instruction that focuses on meeting student needs. • Following the observation, review student work and collect any samples that may be shared with the administrator for analysis and discussion, in preparation for the Post-Observation Conference. • Following the observation, complete the Lesson Reflection within one to three days and share with the administrator via MyPGS. Entering the Lesson Reflection on MyPGS is optional. • Participate in the Post-Observation Conference.	• Observe the teacher's practice and collect evidence from the entire lesson. • Following the observation, edit, and enter notes in MyPGS and align (tag) the evidence to the focus elements in the *LAUSD Teaching and Learning Framework*, so the teacher can view the observation evidence prior to the Post-Observation Conference. • Facilitate the Post-Observation Conference. • Determine rating for each focus element. • Share ratings with teacher by selecting "**Shared with Ratings**" and then clicking the "**Mark Complete"** button. **NOTE:** Rating of focus elements should be finalized in MyPGS as soon as possible *after* the Post-Observation Conference.
***LAUSD TEACHING AND LEARNING FRAMEWORK* FOCUS ELEMENTS ADDRESSED**		

	Standard 2: Classroom Environment
	2a. Creating an Environment of Respect and Rapport
	    2a3. Academic Climate
	2c. Managing Classroom Procedures
	    2c1. Management of Routines, Procedures, and Transitions
	2d. Managing Student Behavior
	    2d2. Monitoring and Responding to Student Behavior	

Standard 3: Delivery of Instruction
3a. Communicating with Students
    3a1. Communicating the Purpose of the Lesson
    3a4. Use of Academic Language
3b. Using Questioning and Discussion Techniques
    3b1. Quality and Purpose of Questions
    3b2. Discussion Techniques and Student Participation
3c. Engaging Students in Learning
    3c1. Standards-Based Projects, Activities, and Assignments
    3c2. Purposeful and Productive Instructional Groups
3d. Using Assessment in Instruction
    3d3. Feedback to Students

Standard 5: Professional Growth
5a. Reflecting on Practice
    5a2. Use of Reflection to Inform Future Instruction

Remote Learning Guidance: When conducting supplemental observations of remote instruction, consider norms of virtual learning, (e.g., whether video is on or off, the option of recording the meeting or taking screen-shots as evidence) as well as what to look for and what the evidence might look like.

GROWTH PLANNING

GROWTH PLANNING: MID-YEAR REFLECTION (Optional)	
Purpose	• To assess progress on teacher's objectives and strategies from the Initial Planning Sheet • To provide further feedback to teachers on progress in meeting objectives • To inform Growth Planning next step

	Teacher Role	**Administrator Role**
Preparation	• Begin to implement strategies for objectives outlined in the Initial Planning Sheet.	• Review the teacher's objectives, strategies and action steps from the Initial Planning Sheet.
Timeline	Recommended completion date: <u>December 18, 2020</u> Early Ed Center: <u>December 30, 2020</u>	
PROTOCOL GROWTH PLANNING: MID-YEAR REFLECTION		
	• Complete Mid-Year Reflection and share relevant artifacts with administrator via MyPGS. • Propose changes in strategies or action steps, if appropriate. • Request additional support, if needed.	Follow steps below if Mid-Year Reflection is completed on MyPGS: • Recommend changes in strategies, if appropriate. • Provide additional support, if needed.
LAUSD TEACHING AND LEARNING FRAMEWORK **FOCUS ELEMENTS ADDRESSED**		
Teacher's identified elements in the Initial Planning Sheet.		

GROWTH PLANNING: END-OF-YEAR REFLECTION (Optional)	
Purpose	• To assess progress on teacher's objectives and strategies from the Initial Planning Sheet • To provide further feedback to teachers on progress in meeting objectives • To inform Growth Planning next steps

	Teacher Role	**Administrator Role**
Preparation	• Implement strategies for objectives outlined in the Initial Planning Sheet. • Review administrator's evidence and comments from observations.	• Complete one Growth Plan Visit. • Complete Formal Observation(s).
Timeline	Suggested completion date: <u>April 16, 2021</u> Early Ed Center: <u>April 30, 2021</u>	
PROTOCOL GROWTH PLANNING: END-OF-YEAR REFLECTION		
	• Complete End-of-Year Reflection and share relevant artifacts with administrator via MyPGS.	Follow steps below if End-of-Year Reflection is completed on MyPGS: • Review teacher's End-of-Year Reflection and provide comments/feedback via MyPGS.
LAUSD TEACHING AND LEARNING FRAMEWORK **FOCUS ELEMENTS ADDRESSED**		
Teacher's identified elements in the Initial Planning Sheet.		

Educator Development and Support: Teachers 2020-2021

FINAL EVALUATION CONFERENCE

FINAL EVALUATION CONFERENCE		
Purpose	• To share and sign off on the EDST Final Evaluation Report • To inform next steps for the teacher's professional growth	
	Teacher Role	**Administrator Role**
Preparation	• Complete and review the Growth Planning: End-of-Year Reflection. (optional) • Review administrator's evidence that has been collected throughout the EDST process via MyPGS.	• Review teacher's Growth Planning: End-of-Year Reflection and provide feedback via MyPGS, if applicable. • Review evidence of teacher's practice that has been collected throughout the EDST process. • Complete EDST Final Evaluation Report via MyPGS.
Timeline	The Final Evaluation Report is to be issued by **May 11, 2021** 30 calendar days before the employee's last regularly scheduled school day (Article X, Section 6.) The Final Evaluation Conference should be held once the Report has been completed. Early Ed Center: by **May 31, 2021**	
	PROTOCOL FINAL EVALUATION CONFERENCE	
	• Share reflection on the progress that has been made through EDST • Identify next steps for professional growth in collaboration with the administrator. • Sign off on Final Evaluation Report via MyPGS electronically.	• Sign off on teacher's Final Evaluation Report via MyPGS. • Share Final Evaluation Report with teacher no later than May 11, 2021 electronically. • Identify next steps for professional growth in collaboration with the teacher.
	LAUSD TEACHING AND LEARNING FRAMEWORK FOCUS ELEMENTS ADDRESSED	

Standard 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
    1a2. Knowledge of Content-Related Pedagogy
1b. Demonstrating Knowledge of Students
    1b1. Awareness of Students' Skills, Knowledge, and Language Proficiency
1d. Designing Coherent Instruction
    1d1. Standards-Based Learning Activities
1e. Designing Student Assessment
    1e2. Planning Assessment Criteria

Standard 2: Classroom Environment
2a. Creating an Environment of Respect and Rapport
    2a3. Academic Climate
2c. Managing Classroom Procedures
    2c1. Management of Routines, Procedures, and Transitions
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Standard 3: Delivery of Instruction
3a. Communicating with Students
    3a1. Communicating the Purpose of the Lesson
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    3b1. Quality and Purpose of Questions
    3b2. Discussion Techniques and Student Participation
3c. Engaging Students in Learning
    3c1. Standards-Based Projects, Activities, and Assignments
    3c2. Purposeful and Productive Instructional Groups
3d. Using Assessment in Instruction
    3d3. Feedback to Students

Standard 5: Professional Growth
5a. Reflecting on Practice
    5a2. Use of Reflection to Inform Future Instruction